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ABSTRACT

Disadvantaged high school males indicated on the Minnesota Vocational Interest Inventory a preference for service-oriented jobs. Disadvantaged females tended toward office work and selling. On the Jr.-Sr. HSPQ form of the IPAT, both groups showed a pattern of personality which can be described as group-dependent, restrained, relatively unfrustrated, self-assured, feeling few obligations, somewhat detached yet self-assured, less oriented to intellectual pursuits, and a tendency toward emotional instability and low-ego strength. The disadvantaged females were significantly differentiated from the males in tough-mindedness and self-reliance. The correlation of these measures was .58, significant at the .01 level. (Author)

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Personality and Occupational - Interest Correlates of Disadvantaged Students

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Abstract

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Disadvantaged high school males indicated on the Minnesota Vocational Interest Inventory a preference for service-oriented jobs. Disadvantaged females tended toward office work and selling. On the Jr.- Sr. HSPQ form of the IPAT, both groups showed a pattern of personality which can be described as group-dependent, restrained, relatively unfrustrated, self-assured, feeling few obligations, somewhat detached yet self-assured, less oriented to intellectual pursuits, and a tendency toward emotional instability and low-ego strength. The disadvantaged females were significantly differentiated from the males in tough-mindedness and self-reliance. The correlation of these measures was .58, significant at the .01 level.

Summary

Personality and Occupational-Interest

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Objectives

The purpose of the study was to determine whether personality traits and vocational interests differentiate disadvantaged males from females, as well as to correlate two measures which could be administered to educationally disadvantaged students.

Methodology

The Jr. - Sr. HSPQ form of the IPAT and the Minnesota Vocational Interest Inventory (MVII) were administered to 176 disadvantaged youths (93 males and 83 females) from an urban high school. The scores were then submitted to a t-test analysis for the comparison of the two groups and to correlation for the comparison of the two measures.

Results

The students were closely related in their personality profiles, tending toward the lowest quadrant of the grid (Figure 1). The only significant difference in the traits was on the I dimension with the females indicating a greater tendency in the direction of tough-mindedness.

The highest standard scores on the vocational interests area scales of the MVII were on areas 2 (health services) and 8 (clean-hands activities) for the disadvantaged boys, scales 3 (office work) and 7 (sales) for the disadvantaged females. (Figure 2).

The correlation between the IPAT and the MVII was .58, which was significant at .01.

Conclusions

Both disadvantaged male and female teen-aged groups from an urban high school showed a low-scoring pattern of personality which can be described as group-dependent and restrained. They tend to be somewhat detached, less oriented to intellectual pursuits, submissive, yet relatively unfrustrated and self-assured. They go readily along with the group, showing a zest for action with others even though a bit serious and inactive by themselves. They tend toward expediency, feeling few obligations and following their own urges. They are quite low in emotional stability and ego strength. The only significant difference occurred on the I scale, showing tough-mindedness and greater self-reliance for disadvantaged females.

In vocational interests the disadvantaged males had highest scores on the health services and clean-hands activities, with special interest in the particular jobs of hospital attendant and truck driver. Disadvantaged girls showed a consistent tendency toward selling and office work--which could be interpreted as their perception of the few options realistically open to them or as the specificity of the instrument itself which is geared toward male-dominated occupations.

Sten Scores

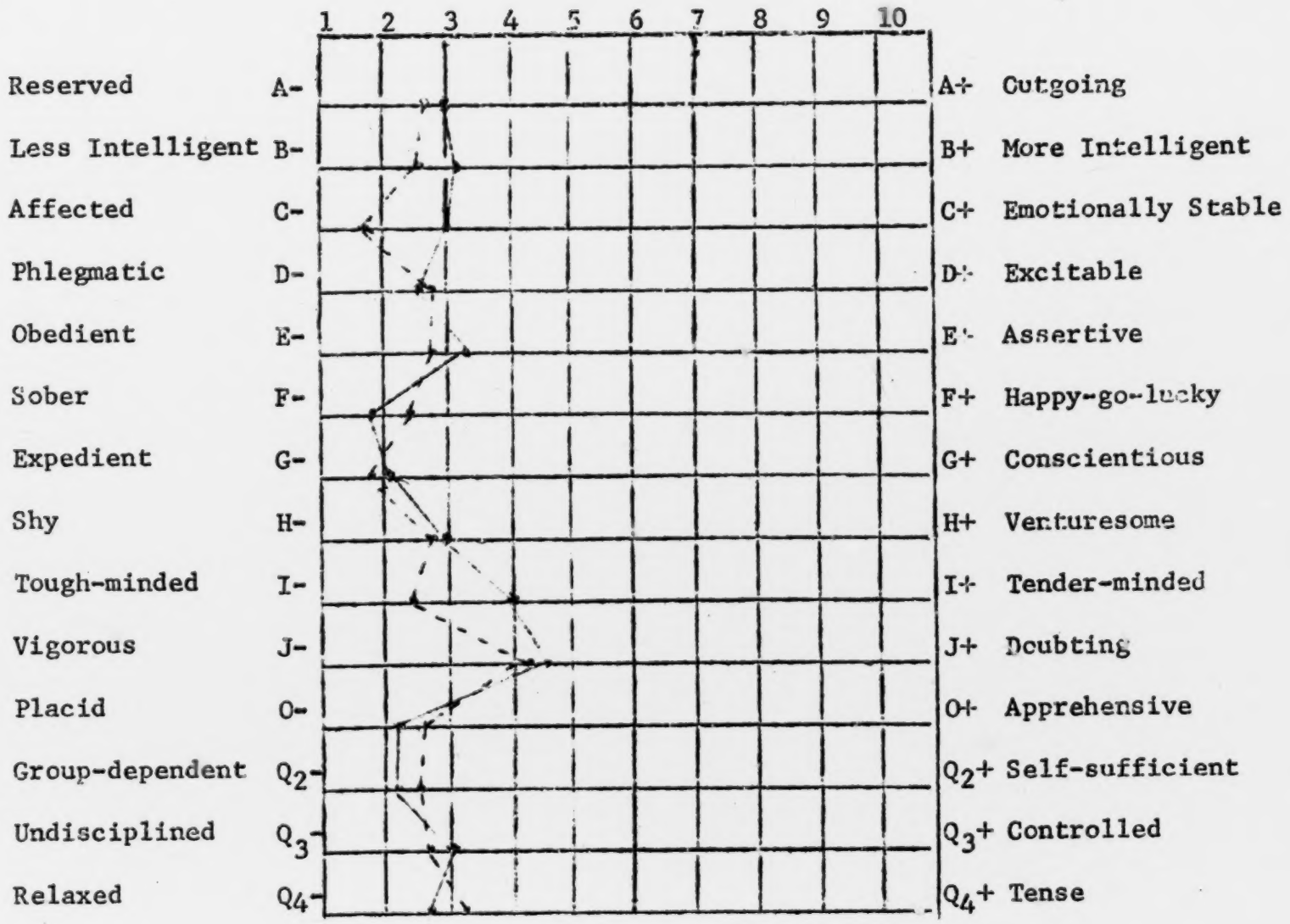
1 2 3 4 5 6 7 8 9 10
Reserved A- A+ Outgoing
Less Intelligent B- B+ More Intelligent
Affected C- C+ Emotionally Stable
Phlegmatic D- D+ Excitable
Obedient E- E+ Assertive
Sober F- F+ Happy-go-lucky
Expedient G- G+ Conscientious
Shy H- H+ Venturesome
Tough-minded I- I+ Tender-minded
Vigorous J- J+ Doubting
Placid O- O+ Apprehensive
Group-dependent Q2- Q2+ Self-sufficient
Undisciplined Q3- Q3+ Controlled
Relaxed Q4- Q4+ Tense

Figure 1

IPAT Personality Profiles
of Disadvantaged Students

Males _____

Females_____

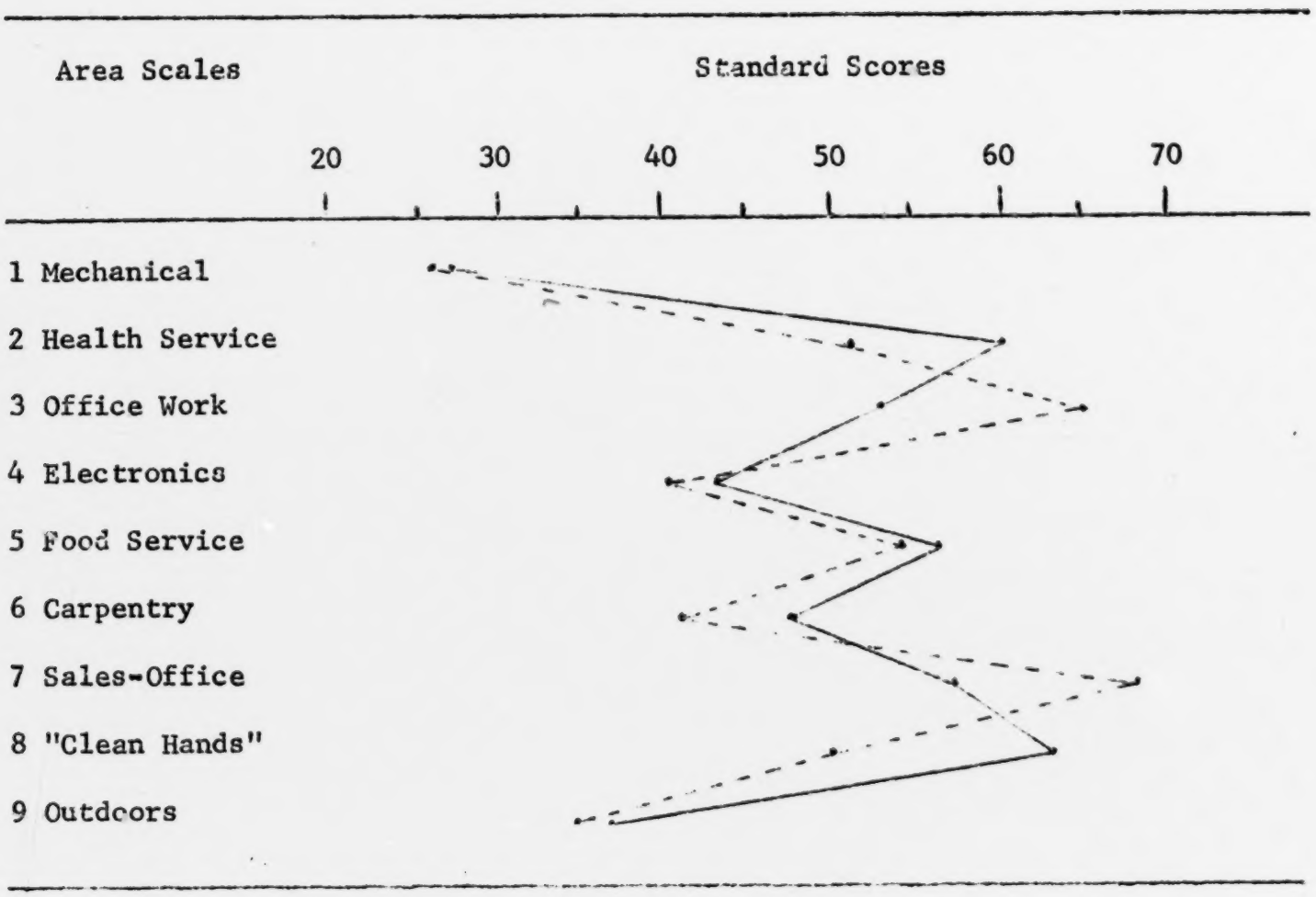

Figure 2

Vocational Interests Profiles
of Disadvantaged Students

Males_____

Females ----------

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